Sophomore Standards assessed on the final.

1 : CCSS.ELA-Literacy.RI.9-10.2-- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RI.2)**

2 : CCSS.ELA-Literacy.RI.9-10.1-- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(9-10.RI.1)**

3 : CCSS.ELA-Literacy.RI.9-10.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **(9-10.RI.4)**

4 : CCSS.ELA-Literacy.RI.9-10.5- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **(9-10.RI.5)**

5 : CCSS.ELA-Literacy.RI.9-10.3- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **(9-10.RI.3)-**

8 : CCSS.ELA-Literacy.RL.9-10.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **(9-10.RL.4)**

9 : CCSS.ELA-Literacy.RL.9-10.5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **(9-10.RL.5)**

10 : CCSS.ELA-Literacy.RL.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

11 : CCSS.ELA-Literacy.RL.9-10.2-

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RL.2)**

12 : CCSS.ELA-Literacy.RI.9-10.1 same as RL .1

13 : CCSS.ELA-Literacy.RI.9-10.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

14 : CCSS.ELA-Literacy.RI.9-10.5- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **(9-10.RI.5)**

15 : CCSS.ELA-Literacy.RI.9-10.3- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **(9-10.RI.3)-**

16 : CCSS.ELA-Literacy.RL.9-10.1 | CCSS.ELA-Literacy.RL.9-10.5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **(9-10.RL.5)**

17 : CCSS.ELA-Literacy.RL.9-10.2- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RL.2)**

18 : CCSS.ELA-Literacy.RL.9-10.3-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **(9-10.RL.3)**

19 : CCSS.ELA-Literacy.RI.9-10.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RI.2)** | CCSS.ELA-Literacy.RL.9-10.2- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RL.2)**

20 : CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. **(9-10.RI.7)**| CCSS.ELA-Literacy.RL.9-10. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*). **(9-10.RL.7)**

Standards applied to Antigone

Sophomore Standards assessed on the final.

1 : CCSS.ELA-Literacy.RI.9-10.2-- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RI.2)**

 **EXPLAIN USING EVIDENCE FROM THE TEXT, HOW THE AUTHOR IS USING THE SENTRY TO DEVELOP THE CENTRAL IDEA OF JUSTICE.**

2 : CCSS.ELA-Literacy.RI.9-10.1-- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(9-10.RI.1)**

 **BASED THE SENTRY’S WORDS TO KREON, WHAT INFERENCE CAN YOU MAKE ABOUT HIS PERSONALITY?**

3 : CCSS.ELA-Literacy.RI.9-10.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **(9-10.RI.4)**

**KREON SAYS “ I SHALL NEVER LET CRIMINALS EXCEL GOOD MEN IN HONOR” BASED ON THE CONTEXT OF THIS STATEMENT, WHAT DOES THE WORD *EXCEL* MEAN?**

4: CCSS.ELA-Literacy.RI.9-10.5- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **(9-10.RI.5)**

5: CCSS.ELA-Literacy.RI.9-10.3- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **(9-10.RI.3)-**

8: CCSS.ELA-Literacy.RL.9-10.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **(9-10.RL.4)**

9: CCSS.ELA-Literacy.RL.9-10.5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **(9-10.RL.5)**

10: CCSS.ELA-Literacy.RL.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

11: CCSS.ELA-Literacy.RL.9-10.2-

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RL.2)**

12: CCSS.ELA-Literacy.RI.9-10.1 same as RL .1

13: CCSS.ELA-Literacy.RI.9-10.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective

14: CCSS.ELA-Literacy.RI.9-10.5- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **(9-10.RI.5)**

15 : CCSS.ELA-Literacy.RI.9-10.3- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **(9-10.RI.3)-**

16: CCSS.ELA-Literacy.RL.9-10.1 | CCSS.ELA-Literacy.RL.9-10.5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **(9-10.RL.5)**

17: CCSS.ELA-Literacy.RL.9-10.2- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RL.2)**

18: CCSS.ELA-Literacy.RL.9-10.3-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **(9-10.RL.3)**

19 : CCSS.ELA-Literacy.RI.9-10.2- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RI.2)** | CCSS.ELA-Literacy.RL.9-10.2- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **(9-10.RL.2)**

20 : CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. **(9-10.RI.7)**| CCSS.ELA-Literacy.RL.9-10. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*). **(9-10.RL.7)**